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ABSTRACT

The factors that influence the poor performance level of secondary history students in the Kenya Certificate of Education Exam were examined. Six schools were randomly selected to participate in the study. A sample of 86 students and 15 teachers from forms III and IV history classes completed attitude questionnaires. Results include the following. Eighty percent of the teachers are dissatisfied with current methods of teaching history. Over 60 percent of the teachers want a compulsory diploma for all history teachers, more history textbooks, and a revision of the present syllabus. Seventy-nine percent of the students said that history learned in forms I and II increased their interest; 88 percent revealed that their parents' attitudes toward history are positive; 66 percent want to study about South Africa; 50 percent said more resources are needed. Both teachers and students want a new history syllabus that would emphasize a variety of teaching and learning strategies. The report concludes that in order for teachers to cope with this new syllabus, more inservice teacher education is needed. In addition, a new type of history examination which evaluates deep-level objectives must be developed. (RM)

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African Studies in Curriculum Development & Evaluation

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No. 114.

EVANS KIIGI:

AN EXAMINATION OF
HISTORY TEACHING IN KENYA
SECONDARY SCHOOLS.

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

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AN EXAMINATION OF THE PROBLEMS IN HISTORY TEACHING AT SECONDARY SCHOOL LEVEL IN KENYA

BY

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SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT.

A C K N O W L E D G E M E N T S

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CHAPTER 1

BACKGROUND TO THE PROBLEM

History is one of the many subjects that are taught in Kenya Secondary Schools. It is taught in all classes from form 1 to form IV. Despite this, it is not a subject in which students perform very well in 'O' level and other examinations. Many arguments have been voiced as to the causes of this poor performance through the years, but what we continue to see is a deterioration of performance in this subject especially at 'O' level.

Historians in Kenya have a special responsibility of making sure that this important subject does not die a natural death. Indications are that historians have noted the danger the subject is in, but not much has been done to alleviate the problem. Yet we know that history has a very important role to play in our society. History is a vehicle for communication of vital social and cultural intellectual attitudes. It has a general enriching quality about it which helps it to spill over into adult life. The study of history can give students a sense of perspective and ability to relate to present situations from an analysis of the past.

In the book, "The Historian and History," P.137 Page Smith, says that history is and must remain pre-eminent among the social sciences, for it is history that brings together the results of the inquiries that the various social sciences carry on, and shapes them into a comprehensive account related to the course of historic event. It plays a major role in enhancing national unity which we so much need in our society. This is more so because history helps in the promotion of concepts and values, e.g. to change or reinforce attitudes in the realm of politics, race, religion etc. A proper appreciation of the culture and traditions of this country can come out very clearly if history is well taught and given the respect that it so clearly deserves. History is ideally suited for leading pupils towards reflective thinking. It is concerned with human conditions and our own, above all it asks the question 'Why'

REVIEW OF THE PROBLEM

One of the major contentions in this research, will be that the type of history that is taught in Form 1 and 11 is inappropriate and has killed the morale of the students in history. A glance at Form 1 history syllabus shows the students learn such topics as Ancient Greece, Egypt, Rome, Christianity, Renaissance and Reformation as well as journeys of voyage and exploration.

In Form 11 the students study old colonial system, North America, Russia, China, India and Africa. All these topics are good, but they do not have the kind of relevance that would make the subject enjoyable to be imprinted in the mind of the students. The topics are cumbersome and diverse. They do not relate to the pupils environment, since many of them may never have a chance of visiting those far off places. What we need is a study of selected areas of the topics above and an emphasis of the history of Kenya in the first two years of secondary education. The emphasis of the history of Kenya would enable the pupil to relate it to the history he would study in Form 111 and IV, where he would study the history of Kenya, East Africa, and any other one region of Africa.

Another factor that makes history unpopular is that, the Kenyan Society is erroneously made to believe that history is not as important as other subjects especially the science subjects. Brighter students are in most cases dont give a chance to do history in Forms III and IV. The poor and weaker students are forced to do this subject thus resulting in many failures.

There is usually an absence of inservice courses for history teachers. This prevents the teachers from keeping up with new trends of teaching history. Lack of large number of history inspectors affects the performance because many schools may not see an inspector of history for years. The few that are there are very heavily overloaded with work that it may not be possible for them to inspect all the schools that are there in the republic.

Lack of qualified teachers also affect the performance in this subject. It is not unusual to find teachers who are not historians being made to teach history. In the science subjects. This does not happen no teacher who may not have done Chemistry or Physics at a higher level is made to teach these subjects in Secondary Schools. This makes the students to feel that history is an easy subject and as such do not take it as seriously as other subjects. The result is mass failure in Kenya Certificate of Education Examination.

Most schools use outdated books which may not have the relevant information. The use of unsuitable books does not contribute much in making history a popular subject in schools.

Muhoho High School is an average school in Kenya. The performance of history in this school has been taken for a period of four years to show the number of students who opt to do history in Form III and their performance at 'O' level examination.

TABLE1MUHOHO HIGH SCHOOLS' HISTORY PERFORMANCE
(1979 - 1982)

YEAR	NO.OF CANDIDATES	NO. OF HISTORY CANDIDATES	% FOR HISTORY	NO. THAT PASS	% PASS
1979	123	21	17%	6	28.6%
1980	124	36	30%	10	31%
1981	130	48	37%	20	41.6%
1982	127	51	40%	35	70%

TABLE 2 MUHOHO HIGH SCHOOL'S GEOGRAPHY PERFORMANCE

(1979 - 1982)

YEAR	NO. OF CANDIDATES	NO. OF GEOGRAPHY CANDIDATES	% FOR GEOGRAPHY	NO. THAT PASS	% PASS
1979	123	43	34.8%	38	88.3%
1980	124	81	65%	73	90.1%
1981	130	126	96.1%	144	90.4%
1982	127	121	96.6%	99	81.8%

Table I above shows that the candidates that opt to do history are very few. It also shows that even though the number of candidates in history seem to increase, the improvement in performance has been very minimal. Of the 21 candidates who did history in 1979 only 28.5% were able to pass.

Table 2 shows the performance in Geography in a period pf four years. One striking feature of this subject is that it is a popular subject. The candidates also perform well as it can be deduced from the tabel. This comparison between history and geography leads once into asking why history which is so important, is not well done in schools certificate level.

PURPOSE OF THE STUDY

The purpose of the study is therefore:

(i) To investigate the factors that influence the performance level of history students at the Kenya Certificate of Education Exam. in Secondary Schools in Kenya.

(ii) To recommend measures and action to the restruction of the whole 'O' level history curriculum in order to erradicate these factors, hence ensure high perfromance in history at Secondary Level.

SIGNIFICANCE OF THE STUDY

This study is important because it will enable us to know whether these attitudes held by people about history, are true and to what extent they contribute to the low and discouraging performance of students in this subject at 'O' level. It will make a point of changing these attitudes so that history can gain its right place in the school curriculum.

LITERATURE REVIEW

Mariga T. Wangombe's lecture notes on How to conduct a history lesson in Kenya and Colleges; University of Nairobi 1974, points out that if the teaching of history is to be improved, then the teachers have to be inserviced continually. This will enable them to update the teaching of history and to make it more levely.

Ayot, H.O. book New Approach in History Teaching in Schools, recommended new methods of teaching history in Kenya Schools and argues that for students to be interested in history they have to be actively involved in learning it.

Riria, J.V.N. In her Seminar paper"Determinants of Acheivement in history at "O" level in Kenya. Teachers perspective" points out that many history teachers in Kenya are unhappy because of the contempt upon which the students, parents and the society holds on history. They feel that with such attitudes it is nearly impossible to convinience the students that history is as important as other subjects in the school curriculum.

CHAPTER II

METHODOLOGY AND DESIGN OF THE STUDY

The target population in this survey consisted of (a) form III and IV students taking history (b) teachers teaching history in all the sampled schools. Random sample was used to select the students. This selection of the schools was based on the proximity of the schools to the investigator.

The area that was selected was Githunguri Division in Kiambu District. This is basically a rural area. Six schools were selected in such a way that they reflect a proper sample of the schools in the area. This is roughly 38% of the schools in the area. Table 3, shows the type of schools that were sampled.

TABLE 3

	SCHOOL	TYPE
A.	Girls	Aided Boarding
B.	Girls	Harambee Boarding
C.	Boys	Aided Day
D.	Mixed	Aided Day
E.	Mixed	Harambee Day
F.	Boys	Aided Boarding

All the schools sampled offer history at 'O' level examination. Where there were more than one stream in a school, One history class in form III and one in form IV were selected. The number of students that were sampled was 86. The teachers' sample consisted of 15 teachers teaching history at 'O' level. The number of the teachers who had been given the questionnaire was 24.

INSTRUMENTS OF DATA COLLECTION

There were two instruments developed for data collection and these were:-

i) A teachers' questionnaire

ii) A students' questionnaire

The Teachers' attitude questionnaire consisted of 20 items. 12 of them sought to investigate the factors that influence the performance in history at 'O' level. 4 items sought to give recommendations.

The students attitude questionnaire consisted of 15 items. 11 of these items delt with the investigation of the factors that affect the performance of history, while 4 of them were for giving recommendations. In both questionnaires, items covering content, methodology attitude to history as a subject and the teaching of history in secondary schools featured.

The answers to the teachers' and students questionnaires were edited by going through the questionnaire, looking for ommissions and ambiguos answers. Then each questionnaire was examined and answers were entered on tally sheets. The figures obtained under each item were converted into percentages. Incase of free response and answers similar and frequently given, they were bunched together, computed and tabulated. A composite table was constructed to enable comparison and interpretation of the results of the students questionnaire. The results of the teachers questionnaire was scaled down to summarize the results.

Then a cross analysis of the questions which seemed to have similar responses was done to show consistency, contradictions and any interesting positive or negative correlations which would not have been apparent, was done.

It must be mentioned here that the sample was however small and care must be taken in interpreting the results of this survey at national level.

CHAPTER III

RESEARCH FINDINGS

TABLE 4

SUMMARY ON THE TEACHERS' RECOMMENDATIONS ON THE COURSES THEY WOULD SUGGEST TO BE INCLUDED IN THE HISTORY CURRICULUM.

	NO. OF RESPONDENTS	%
1. An introduction of African history form I and II.	8	53
2. More history of our country to include the period before imperialism.	6	40
3. History of South Africa	5	33
4. Role of the U.N.O.	5	33
5. Teach the Kenya Constitution as a paper.	4	26
6. More history on the freedom struggle in Kenya and the rest of Africa.	4	26
7. Civics	5	33
8. Put emphasis on the economic history.	2	13
9. More history of our country Kenya.	6	40

TEACHERS ATTITUDE

The teachers' attitude towards the teaching of history in secondary schools was centred around content. Many teachers as can be seen from table 4, said that they would like to see more history of our country Kenya, in the syllabus than reflected in the present syllabus. 26% of the teachers expressed the view that they would like civis to be taught alongside history in secondary schools. Others pointed out that the role of U.N.O. should be included in the syllabus 33%. 53% of the respondents pointed out that they would like to see more of African history in form I and II history syllabus. The feeling here is that since they would learn more of African history in form III and IV, there is no harm in having an introduction of this history in the first two classes. 13% wished to see the inclusion of more about the period before imperialism. Yet others felt that there should more emphasis on the economic history than is presently the case 13%. In a way item 2 section (i) was more of the recommendations the teachers would wish to see in the syllabus.

Section (ii) of item 2, was a suggestion of the courses the teachers feel should be left out. Such courses are the work of the missionaries, Europeans history taught in junior forms, slave trade between the Africans and the Arabs, History of West Africa etc.

TABLE 5

COURSES SUGGESTED TO BE LEFT OUT

	NO. OF RESPONDENTS	%
1. European history taught in the junior forms.	1	6
2. The work of missionaries.	1	6
3. Courses covered in forms I and II.	8	53
4. Ancient history of other countries.	1	6
5. The coast between 1000-1500.	6	40

In item 6,60% of the teachers said that they are consulted about student's choice of history, but they also pointed out that they are not consulted in the choice of other subjects.

73% of the respondents said that they are not consulted about careers and references for students. 66% complained about the lack of textbooks for their pupils while 46% felt that the contribution of the examination toward history teaching has been positive. 40% said that examination has had no influence. 80% of the teachers were of the opinion that the existing methods for teaching history are satisfactory. But they maintained that the traditional method of examination is not suited to evaluate the deep level objective of history teaching. 33% strongly agreed with this view, 40% agreed while 26% disagreed with the statement.

46% of the teachers rejected the suggestion that history teachers are mostly ignorant of the philosophy and methodology of history. 20% agreed with the statement but 13% were undecided. 53% thought that history should be taught in order to make the students appreciate our cultural heritage. 46% felt that history should enable the students to understand the past. 33% pointed out that,history should be studied in order to develop an understanding of how the present society evalved. 60% of the teachers said that they would like to see a compulsory diploma certificate for teachers of history in secondary schools.

66% saw the momerizing of pages of history books as not atall important while the same percentage said that there should be a revision of the present history syllabus. 73% cited textbooks as very important in teaching of history. 53% of the respondents felt that history should be a compulsory discipline for all learners at all stages of education so as to ensure achievements of the required objectives. 53% of the teachers said that they set history tests once in a fortnight and 40% said that they set tests once in a month. Another 53% of the respondents felt that the content on history syllabus is not presently relevant to the country's needs while 46% said that it is relevant.

Table 5 further clarify's thr situtation in table 3 and table 4. It summarizes the important responses from some of the items.

TABLE 5

A SUMMARY OF TEACHERS RESPONSES

	NO. OF RESPONDENTS	%
1. Dissatisfaction over the methods of teaching history.	12	80
Traditional method of teaching history is not suited to evalute deep level objectives of teaching.	11	80
Concepts, ideas and topics in form 1 - 11 history are not sufficient for the preparation for deep study of history of East Africa at school certificate level.	12	80
That appreciation of our cultural heritage should be the most important objective for the students who offer history.	12	80
Improvement of learning history at schools certificate level would be caused by:		
(i) Compulsory diploma or certificate course for all teacher of history.	9	60
(ii) Revision of the present syllabus	10	66
(iii) More history textbooks.	11	73
History teachers are not ignorant of the philosophy and methodology of teaching history.	10	66

STUDENTS' ATTITUDE

All attitudes are learned they are an accumulation of experiences over a period of time which will influence an individual in a given direction culminating in a certain attitude or value. For example, cont inued failure in history at 'O' level examination will cause the students to have negative attitude towards history.

Items 2,5,6,8,9,10,11,14 and 15 in the questionnaire shows the factors that influence the performance in history at school certificate level.

The results of the students questionnaire is summarized in table 7. A closer look at the table shows that 80% of the students had their interests in history increased because of the history they learned in form I and II. 88% of the pupils said that their parents attitude towards history has been positive. If this is the case, then it is important to try to find out why a subject that is even liked by the parents, is also so poorly performed. 62% of the pupils felt that the study of the history of East Africa from 1000 A.D. to present day, is too large, while 30% of the students felt that it is adequate. Item 4 sought to find out which of the different regions of Africa studied in history, are liked by the students.

76% expressed their opinion that they like South Africa more. 20% pointed West Africa as their favourite area while 2% showed Central and North Africa as their favourite areas respectively.

Many students said that their main textbook on paper I was East Africa Through a Thousand Years by Were and Wilson (67%). They pointed out that they supplement their reading by utilizing "History of East Africa" by Atieno-Odhiambo and Ouso. 1% said that they supplement their reading by using Zamani edited by professor Ogot.

For Paper II 43% said that they use "History of South Africa" by G.S.Were. 11.6% pointed out that they use Topics on the History of West Africa" 8% use Peoples and Empires of West Africa etc.

In Item 6 the students had been querried as to whether they have enough resources for studying history. 69% complained that they do not have references books for history. Despite this complaint 95% of these students said that they consider history a useful subject. 50% felt that the syllabus is too large and 52% expressed the opinion that history should be made compulsory in Kenya Schools.

62% of the students said that they are given history exercises and assignments sometimes. 24% said that they are given history exercises regularly. A large number of the students (80%) said that they copy teachers notes as well as writing their own. 70% maintained that they do not have a clear picture of history topics that they will learn at the beginning of the term. 85% of the students felt that geography help them more is the study of history than any other subject. 92% pointed Christian Religious Education (C.R.E.) as aiding them more than any other subject. Yet others pointed literature while a sizeable number gave two or more subjects as their helping in them in study of history.

TABLE 7

SUMMARY OF THE STUDENTS RESPONSES

	NO. OF RESPONDENTS	%
1. History learned in form I and II increased my interest in history.	68	79
Parents attitude towards history is positive.	76	88
Study of history of East Africa from 1000 A.D. to present is too large.	54	62
Preference in Paper II for the study of South Africa.	66	76
Main textbooks for paper I- East Africa Through a Thousand Years by S.Were).	42	48
Not enough resources for the study of history.	43	50
No access to Libraries.	38	44

CHAPTER IV

CONCLUSIONS AND DISCUSSION

The purpose of this study was to evaluate the teaching of history in Kenya Secondary Schools. To do this a survey was made with a view to look at the current treads of teaching history and the disposition of the students and teachers to the study of history. It was also envasaged to recommend measures and action to the reconstruction of the whole of 'O' level history curriculum inorder to erradicate factors that hinder good performance.

It was revealed by the study that the syllabus has wide coverage, as a result of which some topics are treated superficially by teachers or left out altogether because of the lack of time. This may hamper the teachers from employing the proper methods of teaching history because they are always running behind time. It is evident from the study that both the teachers and students want to see a new history syllabus. Such a syllabus should emphasise a variety of teaching and learning strategies such as expository teaching, inquiry learning, group discussion, working with documentary material, gathering oral evidence, project and field work.

All these methodologies will prove effective for transmitting all kinds of knowledge and skills.

In order to enable teachers to cope with this new syllabus, regular history workshops should be organized with the active participation of history teachers. Such workshops should be aimed at:-

(i) providing materials on the items in the syllabus.

(ii) locating a variety of the sources of information on history.

(iii) gathering information, pictures and other documentary material.

(iv) devising and demonstrating appropriate teaching and learning activities suitable for different themes.

(v) Acquiring ability to monitor students progress.

A reform of history teaching has to be supported by a new type of examination. This is shown in item II of the teachers questionnaire where about 73% of the teachers agreed that the traditional method of examination is not suited to evaluate the deep level objective of history teaching.

At present the major objective for teachers is to help their students to pass the examination which means developing their ability to answer the type of questions they are likely to be asked in the school certificate examination. Therefore examination determine the nature of secondary school history and so - directly or indirectly is responsible for many of its deficiencies. The examination has placed an importance on knowledge rather than understanding and so make the subject what it is. It has made cramming the most important aspects of studying history, in which creditable results can be acheived without any need of the insight into life both past and present, which history is so well equipped to give. So long as this is so, and while examination success remain the most worthwhile in adult life, there will be an overwhelming temptation for both teachers and textbooks to make the imparting of examinable knowledge their objective to the exclusion of the intellectual values.

It is true that the teachers and students are caught in the examination trap, and if the situation cannot be remedied, then the outlook for history is a bleak one. Indeed we might even see history as a separate subject disappearing from the curriculum with only fragments of it surviving within Social Studies.

Another factor that clearly comes out of the study is the reliance on textbooks. The teachers and students have said that they rely on "East Africa Through a Thousand Years" by G.S.Were and supplement it with the History of East Africa by Atieno-Odhiambo and Ouso. It is true that a good textbook is indispensible tool for both teachers and students for it provides in a adequate manner the ground to be covered. But there is a danger of making it a bible to the detriment of other equally good books which may contain both visual and manipulative material in addition to verbal stimuli, suggestions for individual group activities and can stimulate students to do independent work of the inquiry type. History textbooks may also reflect writers bias. Even if it may be teamwork, it will still reflect their point of view.

After all, a history textbook can hardly avoid being a summary of generalizations of other writers and the interpretations covered becomes the undisputed authority for both teachers and students.

If we want to introduce the student to the historian mode of enquiry, we should not introduce him to a textbook only, textbooks should be one of the sources of learning history. Even where there are textbooks, the study shows that they are not enough. In a world of inflation and highcosts, it is difficult for schools especially harambee and private schools to have enough books for all students. If the books are costly, instructional materials are also more costly. This problem can be solved by attending historical Conferences like the Historical Association of Kenya where ideas about history can be shared.

Another contribution to the quality of teaching in schools lies in inservice retraining and this may be achieved through workshops and seminars.

The place of history in the schools curriculum cannot be over emphasised here. The subject has utility in the general education. It is only proper to elevate the subject as a major curriculum subject in our schools.

This study highlights the need for monitoring the teaching of history in our secondary schools, the dissemination of intructional materials e.g. guides, syllabuses, textbooks etc and the formative and summative evaluation in order to improve the effeciency of the education system.

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE ON THE EXAMINATION OF THE PROBLEMS IN HISTORY TEACHING AT SECONDARY SCHOOL LEVEL IN KENYA.

Put ticks in the boxes provided ☐

1. Mark with an ☐ all that applies to you concerning your academic qualifications.

a)	P	
s)	S	
c)	Dip.Ed.Certificate	
d)	B.Ed.Certificate	
e)	Others (specify)	
f)		

2. If you were to make changes in hsitory curriculum today.

   i) What new courses would you suggest?

   a) .....
   .....
   .....

   b) .....
   .....
   .....

   c) .....
   .....
   .....

   d) .....
   .....

   e) .....
   .....

ii) What courses would you suggest to be left out?

a) .....
.....
.....

b) .....
.....
.....

c) .....
.....
.....

d) .....
.....
.....

3. Do you feel history commands the status it deserves in high schools?

Yes	No

4. Do you regularly use or experiment with the following approaches to your work?

a. (i) documents Yes ☐ No ☐

b. Other source material Yes ☐ No ☐

c. Individual Projects Yes ☐ No ☐

5. Does the history department play any part in deciding the following.

(i) General matters of school policy Yes ☐ No ☐

(ii) The timetable Yes ☐ No ☐

(iii) The pattern of option Yes ☐ No ☐

6. Is the history department consulted about pupils choices?

(i) In history Yes ☐ No ☐

(ii) In related subjects Yes ☐ No ☐

7. Is the history department consulted about careers and references for pupils? Yes ☐ No ☐

8. Do you have enough textbooks on history for your pupils? Yes ☐ No ☐

9. The Contribution of examination toward history teaching is:-

a) Positive ☐

b) Negative ☐

c) No Influence ☐

10. Are you satified that your school

A. existing methods

B. existing materials are Adequate for the teaching of history?

A. Yes ☐ No ☐

B. Yes ☐ No ☐

11. The traditional method of examination is not suited to evaluate the deep level objectives of history teaching.

i) Strongly agree ☐

ii) Agree ☐

iii) Undecided ☐

iv) Disagrèe ☐

v) Strongly disagree ☐

12. History teachers are mostly ignorant of the philosophy and methodolgy of history.

i) Strongly agree ☐

ii) Agree ☐

iii) Undecided ☐

iv) Disagree ☐

v) Strongly disagree ☐

13. Do you think that concepts, ideas and topics in history Form 1-11 give sufficient preparation for deeper study of history of East Africa and one other region of Africa at School certificate.

Yes ☐ No ☐

14. For the students who offer History at School certificate level, which of the following objectives would you consider.

Rank them in order of importance in the appropriate position in the box below.

		Very Important 1st	Important 2nd	Less Important 3rd	Not Important 4th
(i)	To learn about our past				
(ii)	To appreciate our Cultural heritage				
(iii)	To develop under - standing how the present society evolved.				
(iv)	To search for his- torical truths.				

15. Which of the following in your opinion would do most to improve the learning of History at school certificste level?

		Very Important	Important	Less Important	Not Important.
(i)	Compulsory diploma or certificate courses for all teachers of history.				
(ii)	Memorizing pages of history book.				
(iii)	Revision of the present syllabus.				
(iv)	History textbooks				

16. History should be a compulsory discipline for all learners at all stages of education so as to ensure achievement of the required objectives.

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

17. History teachers normally use only the traditional method of teaching.

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

18. How often do you set exercises to your students in class?

During every lesson ☐

Once a week ☐

Once a fortnight ☐

Once a month ☐

19. Do you evaluate your students performance?

(a) At the end of the term ☐

(b) Continually ☐

(c) I use both (a) and (b) ☐

20. Do you consider the content in history to be relevant to the country needs?

Yes ☐ No ☐

Appendix B

QUESTIONNAIRE FOR STUDENTS

1. Do you think that the history you learned in Form 1 and 11 increased your interest in history?

   Yes ☐

   No ☐

2. What is your parents attitude towards history?

   Positive ☐

   Negative ☐

3. What is your feeling about the study of History of East Africa from 100 A.D. to present Day?

   (a) Too large ☐

   (b) Adequate ☐

4. In the study for paper II there are four different regions. Indicate the one you would prefer to study.

   (a) South Africa ☐

   (b) Central Africa ☐

   (c) West Africa ☐

   (d) North Africa ☐

5. Name the main textbooks you use for the study of

   (a) Paper 1 on East Africa .....

   (b) Paper II on another region Africa ....

6. Do you have enough resources for studying history?

7. Are there reference books and readers available to you at all times.

Yes .....

No .....

8. Do you have access to libraries

(a) in school .....

(b) outside the school .....

9. I consider History as

(a) A useful subject ____

(b) A useless subject ____

10. The School Certificate Syllabus is

(a) Too large ____

(b) Adequate ____

(c) Inadequate ____

11. History should be compulsory in Kenya Schools.

(a) Yes ____

(b) No ____

12. How often are you given history exercise and assignments in the classroom.

(a) regularly ____

(b) not at all ____

(c) sometimes ____

13. In what other subject offered in school do you find knowledge in history useful?

(a) .....

.....

.....

(b) .....

.....

.....

(c) .....

.....

.....

(d) .....

.....

.....

14. In history

(a) I write my own notes ____

(b) I copy notes given to me by the teacher. ____

(c) I do both (a) and (b) ____

15. Do you have a clear picture of history topics that you will cover at the beginning of the term?

Yes ____

No ____

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